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ABSTRACT

The Illinois Self-Rating Scale was developed to assess the teaching skills, knowledge of English (written composition, literature, oral communication) and personal qualifications of secondary school teachers at different levels of teaching experience. Seven forms, A-G, are available for the rating of student teachers, beginning teachers, and experienced teachers, permitting evaluation by the teacher himself and by a critic teacher, supervisor, and/or school administrator. The scale ranges from one to five, superior to subminimal. (PR)

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ILLINOIS SELF-RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM A: For Student English Teachers
at End of Student Teaching or Internship

Your name _____ Today's date _____

College/university granting your degree _____

Your college major _____ Your college minor _____

Student teaching school _____ Location _____ Enrollment _____

Student teaching schedule:

Subject taught (English, French, History, etc.)	Grade level	Ability level	Number of days you taught class

Total amount of time spent in teaching assignment (in hours): Actual teaching _____; Preparation for teaching _____; Conferences (with cooperating and supervising teachers) _____.

List all "extra" assignments, such as club sponsorship, study hall duty, yearbook, etc.

_____

_____

_____

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Directions: You are asked to evaluate your knowledge in English and skill in the teaching of English as objectively and as honestly as you can at the end of your student teaching. Do not compare your preparation with that of English teachers who have one or more years of experience and/or degrees which you do not have. Compare it with the preparation of other prospective English teachers who are completing student teaching and will soon be receiving a bachelor's degree. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Do fairly well. No signs of serious weakness. Usually do what is fairly adequate but show no particular knowledge or skill above average.

4 - Minimal-----Less than average. Am barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

ILLINOIS RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

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FORM B: For "Cooperating" or "Critic" English Teachers in the Secondary school

---

Name of student teacher _____ Today's date _____

Name of student teacher's college or university _____

Name of secondary school _____ Location _____ Enrollment _____

Name of teacher completing this form (your name) _____

Your position _____ (if department chairman, specify) Years of experience _____

Degrees you hold _____ Your college major _____ Your college minor _____

Length of student teaching period in weeks _____ Is the student assigned to student teaching for a full day? (__) or a part of a day? (Please specify part _____)

How have you become aware of this teacher's qualifications? Check all that apply.

Individual conferences	( )	Comments by students	( )
Class observation	( )	Comments by teachers	( )
Comments by department chairman or system supervisor	( )	Comments by parents	( )
		Other (specify) _____	

Directions: Rate the student teacher's knowledge in English and skill in the teaching of English by comparing them with the preparation of other student English teachers whom you have known or supervised. Do not compare them with the preparation of experienced English teachers, even that of beginning teachers who have completed only one year of full-time teaching. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

ILLINOIS RATING SCALE FOR STUDENT ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM C: For College Supervisors of
Student English Teachers

Name of student teacher _____ Today's date _____

Name of college supervisor (your name) _____

Name of college or university _____ Enrollment _____

Name of secondary school _____ Location _____ Enrollment _____

Degrees you hold _____ Your experience teaching secondary English _____ (in years)

Your college major _____ Your college minor _____

Number of visits you made during student teaching _____ Average length of each visit _____

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences	( )	Comments by students	( )
Class observation	( )	Comments by teachers	( )
Comments by department chairman or system supervisor	( )	Comments by parents	( )
		Other (specify) _____	

Directions: Rate the student teacher's knowledge in English and skill in the teaching of English by comparing them with the preparation of other student English teachers whom you have known or supervised. Do not compare them with the preparation of experienced English teachers, even that of beginning teachers who have completed only one year. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

ILLINOIS SELF-RATING SCALE FOR BEGINNING ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM D: For English Teachers at End
of One Year of Teaching

Your name _____ Today's date _____

College or university which granted your degree _____

Your college major _____ College minor _____

Secondary school where you taught _____ Location _____ Enrollment _____

Classes taught during first year:

Subject taught (English, French, History, etc.)	Grade level	Ability level, if any

List all "extra" assignments, such as club sponsorship, study hall duty, yearbook, etc.

_____

_____

_____

Directions: You are asked to evaluate your knowledge in English and skill in the teaching of English as objectively and honestly as you can at the end of your first year of teaching. Do not compare your preparation with that of English teachers who have more than one year of teaching experience and/or degrees which you do not have; compare your preparation with that of other English teachers who are completing one year of teaching and still have only a bachelor's degree. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Do fairly well. No signs of serious weakness. Usually do what is fairly adequate but show no particular knowledge or skill above average.

4 - Minimal-----Less than average. Am barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

TM

ILLINOIS RATING SCALE FOR BEGINNING ENGLISH TEACHERS

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FORM E: For Employers of English
Teachers Who Have Completed One Year of Teaching
(To be completed by a school administrator)

Name of beginning teacher _____ Today's date _____

School _____ Location _____ Enrollment _____

Your name _____ Position _____

Experience in the secondary school _____ (in years) Degrees you hold _____

Your college major _____ Your college minor _____

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences	( )	Comments by students	( )
Class observation	( )	Comments by teachers	( )
Comments by department chairman or system supervisor	( )	Comments by parents	( )
		Other (specify) _____	

Directions: Rate the knowledge in English and the skill in the teaching of English of the beginning teacher by comparing them with the preparation of other beginning English teachers at the end of the first year of full-time teaching. Do not compare them with the preparation of teachers who have several years of experience or who have advanced degrees that this beginning teacher does not have. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships; cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

	1	2	3	4	5	Comment, if you wish.
A. Knowledge of language						
B. Knowledge and skill in written composition						
C. Knowledge and skill in literature						
D. Knowledge and skill in oral communication						

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH

	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH

	1	2	3	4	5	Comment, if you wish.
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate the students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. PROFESSIONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
36. Knowledge of general duties expected of a teacher in your school						
37. Classroom management and discipline						
38. Professional zeal; attitude toward teaching English in the secondary school						
39. Interest in the students						
40. Participation in co-curricular activities: supports school events, sponsors a student group, for example						
41. Leadership potential in teaching						

V. ADDITIONAL COMMENTS:

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FORM F: For English Department Chairman
(If there is no Chairman, for experienced
teacher who is acquainted with beginning teacher.)

Name of beginning teacher _____ Today's date _____

Your name _____ Position _____

Degrees you hold _____ Your experience teaching secondary English _____ (in years)

Your college major _____ Your college minor _____

School _____ Location _____ Enrollment _____

How have you become aware of this teacher's qualifications? Check all that apply:

Individual conferences	( )	Comments by students	( )
Class observation	( )	Comments by teachers	( )
Comments by other department chairmen or system supervisor	( )	Comments by parents	( )
		Other (specify) _____	

Directions: Rate the knowledge in English and the skill in the teaching of English of the beginning teacher by comparing them with the preparation of other beginning English teachers at the end of the first year. Do not compare them with the preparation of teachers who have several years of experience or who have advanced degrees that this teacher does not have. Use the following evaluative key:

1 - Superior----Clearly outstanding.

2 - Good--------Clearly above average.

3 - Average-----Does fairly well. No signs of serious weakness. Usually does what is fairly adequate but shows no particular knowledge or skill above average.

4 - Minimal-----Less than average. Is barely able to meet qualifications.

5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS

	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH

A. Knowledge of Language

	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition

	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
20. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore						
21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
25. Knowledge of current information relative to listening techniques						
26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
28. Knowledge of educational psychology, especially of the learning process and adolescent psychology						
29. Knowledge of the stages of language growth in children and youth						
30. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective						
31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS:

ILLINOIS SELF-RATING SCALE FOR EXPERIENCED ENGLISH TEACHERS

Developed by the Project Staff of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

FORM G: For Experienced English Teachers

Your name _____ Today's date _____
(optional)

Your position _____
(English teacher, Department Chairman, etc.)

School where you teach _____ Location _____ Enrollment _____

Secondary school English teaching experience (in years and months) _____

Secondary school teaching experience (in years and months) _____

Highest degree you hold _____ Granted by _____

Year degree awarded _____ Number of hours beyond that degree _____

College major _____ College minor _____

Schedule of classes for this year:

Subjects taught (English, French, History, etc.)	Grade level	Ability level, if any

List all "extra" assignments, such as club sponsorship, study hall duty, yearbook, etc.

_____

_____

Directions: Rate your knowledge in English and your skill in the teaching of English by comparing your preparation with that of other secondary school English teachers who have a comparable number of years of English teaching experience. Use the following evaluative key:

1 - Superior-----Clearly outstanding.

2 - Good---------Clearly above average.

3 - Average----- Do fairly well. No signs of serious weakness. Usually do what is fairly adequate but show no particular knowledge or skill above average.

4 - Minimal------Less than average. Am barely able to meet qualifications

5 - Subminimal---Very inadequate. Little or no knowledge or skill in English and the teaching of English. Certain personal characteristics may be serious enough to stand in the way of even minimal performance and success.

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

I. PERSONAL QUALIFICATIONS	1	2	3	4	5	Comment, if you wish.
1. Health, physical stamina						
2. Professional relationships: cooperation, dependability, tact						
3. Creativity, imagination, resourcefulness						
4. Mental alertness, judgment						
5. Sense of humor						
6. Emotional maturity, poise						
7. Initiative, perseverance						

II. KNOWLEDGE AND SKILL IN ENGLISH A. Knowledge of Language	1	2	3	4	5	Comment, if you wish.
8. Knowledge of how language functions, including knowledge of the principles of semantics						
9. Knowledge of at least two systems of English grammar						
10. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both						
11. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes						

B. Knowledge and Skill in Written Composition	1	2	3	4	5	Comment, if you wish.
12. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage						
13. Knowledge of theories and history of rhetoric and of the development of English prose						
14. Perception of the complexities in the processes of composing						
15. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively						
16. Proficiency in producing writing with considerable strength in the characteristics noted above						

Check each qualification as follows: 1-Superior; 2-Good; 3-Average; 4-Minimal; 5-Subminimal

II. KNOWLEDGE AND SKILL IN ENGLISH (cont.)

C. Knowledge and Skill in Literature

	1	2	3	4	5	Comment, if you wish.
17. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres						
18. Extended knowledge of one or more major authors and of at least one genre, and one period						
19. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature						
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21. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics						
22. Knowledge of major critical theories and schools of criticism						
23. Knowledge of a considerable body of literature suitable for adolescents						

D. Knowledge and Skill in Oral Communication

	1	2	3	4	5	Comment, if you wish.
24. Knowledge of the principles of group discussion, group dynamics, oral reporting, panel discussions, classroom dramatizations, and choral reading; knowledge of the relationships between speaking and other facets of English						
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26. Ability to speak clearly and effectively, and in conformity with present standards of educated usage						
27. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety						

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III. KNOWLEDGE AND SKILL IN TEACHING ENGLISH	1	2	3	4	5	Comment, if you wish.
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31. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program						
32. Knowledge of principles of curriculum development in English						
33. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature						
34. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques						
35. Knowledge of basic principles of evaluation and test construction in English						

IV. ADDITIONAL COMMENTS: